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A SUMMARY OF THE AIMS AND OBJECTIVES THAT SHOULD UNDERLIE  
AN ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAM AND A SURVEY OF  
PHYSICAL EDUCATION PROGRAMS IN SELECTED ELEMENTARY  
SCHOOLS OF SIX SOUTHERN STATES

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A Thesis  
Presented To  
the Faculty of the Graduate School  
Appalachian State Teachers College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Doris Hammond  
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D. H.



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## CHAPTER I

### INTRODUCTION

Physical education became a part of the public school curriculum mainly as a result of the now historic "Physical Training Conference," held in Boston in 1889. The condition under which physical education was to be taken into the curriculum as set up by the school men attending the conference, reflected not only their ideas concerning education, but also their idea of the function of physical education. The school men said that the main business of the school was mental education; therefore, whatever physical education was proposed must fulfill the following conditions: (1) It must require very little time; (2) it should be inexpensive; (3) it should not need trained teachers; (4) it should not call for equipment or apparatus; and (5) it must conduct its activities in the school room. It was believed that activities carried on outside the classroom could not possibly be educative! Thus, physical education became part of the school program during the reign of the mind-body dichotomy. In many respects physical education at the present time still suffers from the influence of that now demonstrated unsound concept.<sup>1</sup>

Our physical education program of today is doing an inadequate job for all levels. It has, in the first place, neglected the

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<sup>1</sup>Elizabeth G. Rodgers, "Why Physical Education," Journal of Health and Physical Education, 14:201-3, April, 1943.



preschool age child, and in the second place, it has neglected the elementary school child, with whom this study is largely concerned. True, most larger school systems have a program for the elementary school, but throughout the country as a whole the elementary school physical education program has not had the benefit of the research, study, and day-by-day planning that has gone into the programs for high schools and colleges. In a majority of the elementary schools, physical education is being taught by classroom teachers untrained in its organization and principles.

This shortcoming of the elementary school physical education program is based largely upon the failure of the school administrators to see the great importance of a functional program on the elementary school level; thus, they have failed to supply the qualified teachers and funds to do the job adequately.<sup>2</sup>

Only one who has studied carefully the age group concerned in grades one to six can realize the necessity for providing the very best in educational opportunities for these children. The writer finds that in the past elementary physical education programs were separate and apart from the educational process itself. Now, however, it is considered to be an essential part of the educational program, and has objectives which are basically the same as for all education. This is as it should be.

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<sup>2</sup>C. H. McCloy, "Physical Education for Living," Journal of Health and Physical Education, 16:254-5, January, 1945.



In order to make the most effective and economical use of the physical education program, it is necessary to plan it with the same thoroughness as any other phase of education. The objectives should be set up and appropriate activities selected which will lead to socially desirable educational goals. If the educational potentialities of the physical education program are to be utilized, it is up to the teacher to plan and carry out a functional program. Childhood is the period of exploration and experimentation; the time when the child learns to know himself and the world around him. As he grows and learns, his interests and abilities expand and extend into broader areas. Play is life itself to the child. This is why we should have a most outstanding and suitable physical education program in the elementary grades.<sup>3</sup>

For thorough physical education we have the opportunity to help to bring man into possession of himself, to provide him with means for enjoying life, to give him friends and fun and the eminent satisfaction of doing something well. The educated life surely holds these things valuable.<sup>4</sup>

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<sup>3</sup>Edna Morgan, Methods and Materials in Elementary Physical Education (New York: World Book Company, 1950), p. 31.

<sup>4</sup>D. Oberteuffer, "Some Contributions of Physical Education to an Educated Life," Journal of Health and Physical Education, 16:57, January, 1945.



## I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to make a thorough study of what the aims and objectives of physical education on the elementary school level should be; that is, upon what principles should one build in order to be assured that the program will do the most for the one most concerned—the child; and (2) to survey by means of a questionnaire a selected number of elementary school physical education programs in the states of North Carolina, South Carolina, Georgia, Kentucky, Tennessee and Virginia.

## II. DEFINITIONS OF TERMS USED

Physical education. The term "physical education" is used to refer to "that phase of education which aims to promote physical fitness through instruction and participation in various activities, and to develop desirable habits and attitudes of conduct for leisure time."<sup>5</sup>

Health education. The term "health education" is used to describe "all those experiences in school which are activated by the school environment and which favorably influence habits, attitudes, and knowledge relating to individual, community, and racial health."<sup>6</sup>

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<sup>5</sup>Charles E. Skinner, Educational Psychology (New York: Prentice Hall, Inc., 1945), p. 13.

<sup>6</sup>C. E. Turner, School Health and Health Education (St. Louis: C. V. Mosby Company, 1947), p. 25.



Elementary school. For the purpose of this study, "elementary school" refers to grades one through six.



## CHAPTER II

### REVIEW OF THE LITERATURE

Physical Education occupies a vital place in the elementary school curriculum because it contributes immeasurably to the development of desirable habits, attitudes, skills, and abilities in the individual. Through observations made during the physical education periods the teacher is often better able to diagnose the reasons for behavior patterns and to recognize the basic needs of the child. She can then prescribe activities and direct interests that will lead to the overcoming of many of the child's difficulties of social-emotional adjustment.<sup>1</sup>

Much has been written about programs of physical education at each level of educational progress. Ever since health and leisure time have become major aspects of education, writers have continually offered their opinions on the subject and on the efficacy of including it in a public school curriculum. Baker<sup>2</sup> points out that, "the physical education curriculum is concerned with systematic building of big muscle skills and high associated knowledge from the first grade to junior high."

In 1940, the North Carolina Department of Public Instruction issued a booklet entitled Physical and Health Education for Elementary and Secondary Schools, wherein the required course

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<sup>1</sup>Edna Morgan, Methods and Materials in Elementary Physical Education (New York: World Book Company, 1950), p. 9.

<sup>2</sup>Gertrude M. Baker, Florence M. Warnock, and D. Christensen, Graded Lessons in Fundamentals of Physical Education (New York: A. S. Barnes and Company, 1938), p. 1.



of study for physical education on different levels is discussed in some detail.<sup>3</sup> The Department of Public Instruction does not specify the exact class instruction, but it does give suggested activities that will meet the minimum requirements for a physical education program. Gymnasium and playground facilities are discussed, and valuable information concerning these is given. Four factors are listed which should govern the extent of the physical education program in each school. They are:

- (1) Time allotted to physical education classes
- (2) Extent of the program in the school (educational)
- (3) Size of the classes
- (4) Facilities available for physical education programs.

From the information which the writer has gleaned from her research into the problem of physical education, it is apparent that the program is only in its infancy. If this "child" is to receive the nourishment that it should, and grow to maturity, there must be forward looking physical educators who have constantly in their minds the objectives of such programs. These objectives are similarly stated by many of the prominent authors.

Kozman, Cassidy, and Jackson<sup>4</sup> state the general objectives of physical education as follows:

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<sup>3</sup>North Carolina Department of Public Instruction, Physical and Health Education for Elementary and Secondary Schools (Raleigh: State Superintendent of Public Instruction, 1940), 349 pp.

<sup>4</sup>Hilda C. Kozman, Rosland Cassidy, and C. O. Jackson, Methods in Physical Education (Philadelphia: W. B. Saunders Co., 1948), p. 120.



- (1) In the area of body education: to help each boy and girl to understand and respect the body as an instrument for the expression of the self, and to grow in understandings and skills in maintaining fitness for living;
- (2) In the area of social education: to develop socially acceptable and personally rewarding behaviors in and through relationships with others in physical education activities, and to acquire enthusiasms, skills, and rich resources for leisure time activities.

"Physical education is here viewed as a method of education. The aim is to contribute to the education of the whole child through experiences centered in activities of a motor nature."<sup>5</sup>

"Physical education, when well taught, can contribute more to the goals of general education than any other school subject; not more to each goal than any other subject, but more to all goals than any other subject."<sup>6</sup>

"Thus physical education makes its contributions to the educated life. To attain these goals, the program must be democratically administered and individually based; its activities must have values which are most readily harvested by the participant."<sup>7</sup>

These objectives show that physical education is aimed at helping the child achieve that measure of success necessary to wholesome living.

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<sup>5</sup>D. Oberteuffer, "Some Contributions of Physical Education to an Educated Life," Journal of Health and Physical Education, 16:57, January, 1945.

<sup>6</sup>Voltmer and Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1949), p. 14.

<sup>7</sup>Oberteuffer, op. cit., p. 57.



With all these high-sounding aims in mind, it seems logical that any teacher could do a good job in teaching physical education to a group of elementary school children. One should realize, however, that the teacher herself is governed by the individual situation in which she finds herself, her principal, board of education, superintendent, parents, and pupils.

Neilson and Van Hagen<sup>8</sup> point out that the nature of physical education has at different times been determined by the religious, political, economic, and social conditions which exist in a given community.

An ultimate aim of all physical education programs should be out-of-school participation. So often in the bustle of teaching subject matter, this aim is lost sight of. It is the belief of Salt, Fox, Southett, and Stevens<sup>9</sup> that in order to justify its inclusion in the school curriculum, physical education on any level must contribute toward the goals of general education. Very careful planning must be the order of the day in order to see that the programs that are set up in our schools do their part in fulfilling the aims of education.

All teachers should realize that physical activity is one of the best and basic urges of young children. Normal children have such a strong urge to physical movement that instructors are often forced to break the inactive periods into short units in order to allow this

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<sup>8</sup>Peter Neilson and Winifred Van Hagen, Physical Education for Elementary Schools (New York: A. S. Barnes and Company, 1930), p. 1.

<sup>9</sup>Ellis Benton Salt, Grace I. Fox, Elsie M. Southett, and B. K. Stevens, Teaching Physical Education in the Elementary School (New York: A. S. Barnes and Company, 1942), p. 13.



urge to express itself. Very often this urge is interfered with by allowing bullies to restrict the play activity of large groups; then, on the other hand, instructors compel all children regardless of strength and natural skill into set activities. Instructors should keep in mind, that while most children have the urge for activity, some need to be led into certain phases of activity. One very important factor to bear in mind is the home environment of children. Today small families are the order of the day, this means children are accustomed to playing alone in so many cases. When they enter school, their being an only child and not having many playmates, will almost always be apparent on the playground. When these situations present themselves, it is very important that the teachers use great care in getting the children to become adjusted to the group and to group activity, the value received will be well worth the time spent. To be effective, the physical education program should be flexible enough to meet the individual and group differences on the playground. A well-trained, resourceful, understanding physical education instructor is necessary to meet the needs of all the individuals in a group; activities which give each individual pupil a chance to succeed is so much more important than trying to regiment the whole group into participation in one activity.<sup>10</sup>

Physical education is rich in opportunity for the development of good sportsmanship, because it brings youngsters together in physical

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<sup>10</sup>Ibid., p. 29.



competition, and in conflict represented by a game or contest.<sup>11</sup>

Thus a survey of the literature shows that physical education, in order to make its maximum contribution to education, should have persons who are charged with its organization, administration, and teaching, that understand the growth and development needs of the children. The physical education program should also be organized at every educational level according to the recognized need of the children.

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<sup>11</sup> Charles E. Forsythe, Administration of Physical Education (New York: Prentice-Hall, Inc., 1951), p. 4.



### CHAPTER III

#### PROCEDURE

From an examination of the available literature on elementary school physical education programs, the writer obtained a list of underlying objectives. From these objectives and from the writer's own knowledge of elementary school physical education, a program was organized.

Personal interviews were conducted by the writer with twenty-five teachers who work in elementary school physical education programs throughout the various southern states to obtain information concerning the value of certain areas of elementary school work to be used in her questionnaire study. These teachers were interviewed while attending the summer school of Appalachian State Teachers College. The teachers were asked the following questions:

- (1) Who teaches physical education in the elementary school?
- (2) What are the aims of the physical education program in your school?
- (3) How much time is spent for physical education?
- (4) Is there a need for physical education in the elementary school?
- (5) How important is your physical education program?
- (6) How is the program supported in your elementary school?
- (7) How much equipment do you have in the elementary school?
- (8) How much space do you have for your playground area?
- (9) What space facilities do you have for rainy days?



- (10) What areas are covered in physical education?
- (11) What do you consider to be the most effective program for elementary school children?

From their response to these questions and with the help of Miss Dorothy Floyd and Dr. Peter W. Everett the questionnaire was completed (see Appendix, p.31).

In conducting the survey of elementary school physical education programs in North Carolina, South Carolina, Georgia, Kentucky, Tennessee, and Virginia, the writer used the following three steps:

- (1) Letters were mailed to the state superintendents of elementary schools in these six states, requesting a list of twenty elementary schools with the names of the principals, their school addresses, and with an enrollment between 300-600 students.
- (2) After having received this information from all six states, fifteen schools in each state were selected at random. Letters of explanation (see Appendix, p.30) and questionnaires were mailed to each school.
- (3) From the returned questionnaires (87% were returned), a tabulated report of the findings was made. Conclusions were then drawn from the tabulated report.



## CHAPTER IV

### ANALYSIS OF FINDINGS

Since the elementary school physical education program is composed of several distinct phases or types of activity and each particular phase makes its special contribution to the total program, the instructor should make use of every phase in planning her program.

It was with this idea in mind that the writer has: (1) set up a sample schedule for a period of one week for physical education classes in grades one through six (Table I, p.40 ); (2) selected activities which take into account the different phases of physical education, and graded the activities from grades one through six (see Appendix, p.30). The activities listed are the ones most likely to obtain the best results in an elementary school physical education program. If these activities are carried out according to the sample schedule, the pupils should develop self-control, self-respect, honor, loyalty, social-mindedness, cooperation, courtesy, courage, trustworthiness, cheerfulness, obedience, aggressiveness, sportsmanship and responsibility. All these qualities are in a measure the outstanding aims of a physical education program in the elementary school.

From the survey of physical education programs in elementary schools, the writer received reports from thirteen schools in North Carolina, nine schools in South Carolina, fourteen schools in Georgia, thirteen schools in Kentucky, fifteen schools in Tennessee, and fourteen schools in Virginia, which made a total of seventy-eight schools altogether.



The material received was tabulated and the results are found in table II.

From an analysis of the tabulated material, the following points seem to be outstanding. Ninety-seven per cent of the schools have physical education programs, but only eighty-six per cent have planned programs. Eighty-four per cent of the schools allowed thirty minutes per day for physical education with classes being held all during the day.

The three most important areas of the physical education program were fundamental skills, creative rhythms, and simple games with ninety-seven per cent, ninety-one per cent, and eighty-six per cent respectively of the schools reporting. It is also interesting to note that eighty-eight per cent of the schools taught folk games and dancing.

Ninety-four per cent of the schools said that physical education is important in the elementary school. Seventy-nine per cent of the schools financed their program through the school fund, which is a fund set up by the school to carry on the functioning of its various departments. Other ways in which physical education was supported is as follows: nineteen per cent of the programs were room financed; twenty-three per cent by P. T. A.; and six per cent by physical education fees. Seventy-four per cent of the schools spent between \$50.00 and \$100.00 a year for permanent equipment on the playground, (equipment which cannot be moved easily). For regular equipment such



as baseballs, bats, etc., forty-one per cent of the schools spent between \$200.00 and \$300.00. On the playground at these schools, sixty-three per cent had horizontal ladders, sixty-one per cent had swings, and forty-five per cent had junglegyms.

Sixty-three per cent of the schools had between one and five acres of land for their playground areas. Seventy-four per cent of the schools had the playground area covered with grass and dirt, while twenty-eight per cent had black top for a surface. Thirty-three per cent of the schools under study had gymnasium facilities for the physical education programs during unfavorable weather conditions; sixty-six per cent had access to the halls for programs under such conditions; and twenty-eight per cent of the schools used regular classrooms for the physical education programs. Sixty-six per cent of the schools have equipment for such programs in centrally located areas, while thirty-nine per cent make use of the classrooms for storing equipment.

Participation by the teachers with the children is required in physical education activities. A high percentage of physical education teachers do not have physical education degrees, but most of them have between twenty-and thirty hours in the field of physical education. In pastimes, the planning of the physical education program has been left entirely to the classroom teacher with little help from a physical education specialist.



TABLE II- ANALYSIS OF A SELECTED NUMBER OF ELEMENTARY SCHOOLS IN PHYSICAL EDUCATION

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1. Do you have a physical education program in your elementary school?	N.C.	S.C.	Ga.	Ky.	Tenn.	Va.	Total	Per Cent
Yes	13	8	14	12	15	14	76	97.28
No		1		1			2	2.50
2. If so, is this program planned?								
Yes	13	3	14	11	13	13	67	85.76
No		6		2	2	1	11	14.08
3. How many minutes do you have for your physical education period?								
30	10	9	11	11	13	12	66	84.48
35	3						3	3.84
40			1		2	1	4	5.12
45			2			1	3	3.84
4. Do you have staggered periods in your program?								
Yes	13	9	14	11	13	13	73	93.44
No				2	2	1	5	6.50
5. At what hours do you have your physical education program?								
Morning to Afternoon	13	9	14	13	15	14	78	99.84
6. What areas are covered in the elementary school physical education program?								
Fundamental skills	13	9	14	12	15	11	74	96.72
Stunts	13	4	1	2	15	9	44	56.32
Simple Games	13	9	14	6	11	14	67	85.76
Creative Rhythms	12	8	13	12	13	13	71	90.88
Team Sports	13	7	12	7	10	9	57	72.96
Others		1	11		5	5	22	28.16
7. Do you teach folk games and dancing in your school?								
Yes	13	7	14	11	12	12	69	88.32
No		2		2	3	2	9	11.52



TABLE II CONTINUED-ANALYSIS OF A SELECTED NUMBER OF ELEMENTARY SCHOOLS IN PHYSICAL EDUCATION

	N.C.	S.C.	Ga.	Ky.	Tenn.	Va.	Total	Per Cent
8. How important is your physical education program in the elementary school?								
Necessary	13	7	14	12	14	14	74	94.75
Unnecessary		2		1			3	3.84
9. How is your physical education program supported in the elementary school?								
Physical Education Fee		2		3			5	6.40
P.T.A. Funds		1	8		4	5	18	23.04
Room Financed	6	2	3		2	2	15	19.20
School Funds	9	6	13	11	12	11	62	79.36
Others					4	3	7	9.86
10. How much money is spent per year for permanent equipment in the elementary school?								
Under \$30.00		1		1			2	2.56
\$30.00-\$50.00		2	2		1		5	6.40
\$50.00-\$100.00	10	5	12	11	10	10	58	74.24
\$100.00-Above	3	1		1	4	4	13	16.64
11. How much money is spent per year for regular equipment in the elementary school?								
\$30.00-\$50.00		3		1			4	5.12
\$50.00-\$100.00	1	4		2			7	8.96
\$100.00-\$200.00	2	2	1	4	2	3	14	17.92
\$200.00-\$300.00	8		3	4	8	9	32	40.96
\$300.00-\$400.00	2		5	2	4		13	16.64
\$400.00-\$500.00			5	1	1	2	9	11.52



TABLE II-CONTINUED-ANALYSIS OF A SELECTED NUMBER OF ELEMENTARY SCHOOLS IN PHYSICAL EDUCATION

	N.C.	S.C.	Ga.	Ky.	Tenn.	Va.	Total	Per Cent
12. What permanent playground equipment do you have?								
Slides	7	4	13				24	60.82
Ladders, horizontal	5	5	10	9	10	10	49	62.72
Circle travel rings	1	2		8	9	9	29	37.12
Parazontal bars	4	2	3	2	5	4	20	25.60
Swings	6	4	12	6	10	10	48	61.44
Junglegym	1	2	14	2	8	8	35	44.80
Climbing tree	5	1		2	3	3	14	17.92
Others	5	1	14	1	7	7	35	44.80
13. How much space do you have for your playground area?								
1-5 acres	7	8	7	9	7	11	49	62.72
5-10	5	1	4	4	5	2	21	6.88
15-25	1		3		3		7	8.96
14. What covers the surface in this area?								
Grass	10	9	5	13	11	10	58	74.24
Black Top Concrete	3	2	5	3	4	5	22	28.16
Dirt	9	9	14	6	11	9	58	74.24
Others	1				1	1	3	3.84
15. What space facilities do you have for rainy days?								
Room Classes	5	5		4	5	3	22	28.16
Hall	10	6	11	6	11	8	52	66.56
Gymnasium	6	3	4	5	4	4	26	33.28
Other Places	3			1	2	2	8	10.24



TABLE II-CONTINUED-ANALYSIS OF A SELECTED NUMBER OF ELEMENTARY SCHOOLS IN PHYSICAL EDUCATION

	N.C.	S.C.	Ga.	Ky.	Tenn.	Va.	Total	Per Cent
16. How is your equipment issued?								
Centrally located room	11	8	13	10	5	5	52	66.56
Classroom	8	1	1	3	10	8	31	39.68
17. Are your physical education facilities available to the community?								
Yes	12	5	8	13	12	10	60	76.80
No	1	4	6	1	3	2	17	21.76
18. Do you require your classroom teachers to participate in physical education activities with their children?								
Yes	13	2	12	11	7	5	50	64
No		7	2	2	7	7	25	32
19. What physical education training does your teacher who teaches physical education have?								
Degree in physical education	4	1	2	3	1	1	12	15.36
Five hours		3	2	2	1	2	10	12.80
Twenty hours	3	5	5	4	6	6	29	37.12
Thirty hours	4		3	3	8	5	23	29.34
Master's Degree	2		2	1		2	7	8.96
20. Who is in charge of your physical education program in the elementary school?								
Physical Education Specialist	4	1	2	3	4	4	18	23.04
Principal	4	6	2	2	5	6	25	32
Classroom Teacher	12	2	10	9	10	10	53	67.84



TABLE II CONTINUED-ANALYSIS OF A SELECTED NUMBER OF ELEMENTARY SCHOOLS IN PHYSICAL EDUCATION

	N.C.	S.C.	Ga.	Ky.	Tenn.	Va.	Total	Per Cent
21. Would you desire a physical education expert to come into your school and help you to set up a physical education program for the elementary school grades?								
Yes	10	8	8	12	12	11	61	78.08
No	3	1		1	3	3	11	14.08
22. If possible would you desire a full time physical education specialist in your school?								
Yes	10	7	14	11	8	6	56	71.68
No	3	2		2	7	7	21	26.88
23. Do you as a principal see a need for elementary physical education in our schools today?								
Yes	13	8	14	13	14	13	75	96
No		1			1	1	3	3.84



## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was (1) to make a thorough study of what the aims and objectives of physical education on the elementary school level should be and set up a program; and (2) to survey a selected number of elementary school physical education programs in the states of North Carolina, South Carolina, Georgia, Kentucky, Virginia and Tennessee.

A program was set up by the writer which was drawn from an intensive study of all the available literature on elementary school physical education programs. Fifteen questionnaires were sent to each of the following states: North Carolina, South Carolina, Georgia, Virginia, Kentucky, and Tennessee from which eighty-seven per cent of the whole was returned.

#### Conclusions

- (1) The writer found that physical education has been established in the elementary schools; however, because of lack of space and facilities better organization and planning are needed to meet the needs of the children.
- (2) Since the majority of the physical education programs in the elementary schools are supported by local school funds, which in many situations are very small, these programs will continue to be limited until state funds are appropriated in such quantity as to increase present facilities and qualified personnel.
- (3) Since there is a need and demand for qualified teachers of physical education at the elementary level, it is obvious that colleges are not preparing enough teachers in that area.



Further Study

Problems that arose as a result of this investigation are as follows:

- (1) Conduct a survey in a given state with consideration to the physical education programs in each individual city and county school both public and private. Compare the findings and tabulate the results.
- (2) A survey to find out what is done with the handicapped child in physical education programs in the elementary school.



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## APPENDIX



Pembroke, N. C.  
P. O. Box 123  
February 6, 1954

30

Mr. Nelson King, Principal  
Little Creek School  
Little Creek, South Carolina

Dear Mr. King:

In partial fulfillment for the degree, Master of Arts, from Appalachian State Teachers College Graduate School, I am conducting a survey of physical education in elementary schools with an enrollment of three hundred to six hundred students in the states of North Carolina, South Carolina, Georgia, Kentucky, Tennessee, and Virginia. The purpose of this survey is to find out from the information received what types of physical education programs are most popular, and most effective in our elementary schools of today.

I am very much interested in this information, not only in connection with my thesis, "What Basic Aims and Objectives Should Underlie a Functional Physical Education Program in Elementary Schools," but also from a personal standpoint. As a prospective elementary school teacher, I want to be able to build an effective program in my own school.

Will you please complete the enclosed questionnaire and return it in the self-addressed stamped envelope at your earliest convenience. A copy of the results of the survey will be sent to you.

Thank you.

Sincerely,

(Miss) Doris Hammond



## QUESTIONNAIRE

Name of School \_\_\_\_\_

Town \_\_\_\_\_ State \_\_\_\_\_ County \_\_\_\_\_

Date \_\_\_\_\_

Please check all the following which apply to your situation.

1. Yes \_\_\_ No \_\_\_ Do you have a physical education program in your elementary school?

2. Yes \_\_\_ No \_\_\_ If so, is this program planned?

3. How many minutes do you have for your physical education period each day?

___ 15	___ 30	___ 45	___ 60
___ 20	___ 35	___ 50	___ Others
___ 25	___ 40	___ 55	

4. Yes \_\_\_ No \_\_\_ Do you have staggered periods in your program?

5. At what hours do you have your physical education program?

From \_\_\_\_\_ A. M. To \_\_\_\_\_ A. M. and \_\_\_\_\_ P. M.  
 To \_\_\_\_\_ P. M.

6. What areas are covered in the elementary school physical education program?

\_\_\_ Fundamental skills  
 \_\_\_ Stunts  
 \_\_\_ Simple Games  
 \_\_\_ Creative Rhythms  
 \_\_\_ Team Sports  
 \_\_\_ Others

7. Yes \_\_\_ No \_\_\_ Do you teach folk games and dancing in your school?

8. How important is your physical education program in the elementary school?

Necessary \_\_\_\_\_ Unnecessary \_\_\_\_\_



9. How is your physical education program supported in the elementary school?

☐ Physical education fee  
☐ P.T.A. Funds  
☐ Room financed  
☐ School funds  
☐ Others

10. How much money is spent per year for permanent equipment in the elementary school?

\$ \_\_\_\_\_

11. How much money is spent per year for regular equipment in the elementary school?

\$ \_\_\_\_\_

12. What permanent play ground equipment do you have?

☐ slides  
☐ ladders, horizontal  
☐ circle travel rings  
☐ paracental bars  
☐ swings  
☐ jungle gym  
☐ climbing tree  
☐ others

13. How much space do you have for your playground area?

\_\_\_\_\_ sq. ft.

14. What covers the surface in this area?

☐ grass  
☐ black top concrete  
☐ dirt  
☐ others

15. What space facilities do you have for rainy days?

☐ room classes  
☐ hall  
☐ gymnasium  
☐ other places

16. How is your equipment issued?

☐ centrally located room  
☐ classroom

17. Yes \_\_\_ No \_\_\_ Are your physical education facilities available to the community?



18. Yes   No   Do you require your classroom teachers to participate in physical education activities with their children?

19. What physical education training does your teacher who teaches physical education have?

           degree in physical education  
           five hours  
           twenty hours  
           thirty hours  
           not any  
           master's degree  
           other

20. Who is in charge of your physical education program in the elementary school?

           physical education specialist  
           principal  
           classroom teacher  
           other

21. Yes   No   Would you desire a physical education expert to come into your school and help set up a physical education program for the elementary grades?

22. Yes   No   If possible, would you desire a fulltime physical education specialist in your school?

23. Yes   No   Do you as a principal see a need for elementary physical education in our schools today?



# ACTIVITIES FOR GRADE ONE

## MIMETICS

Rolling Apples  
Chopping Wood  
Follow the Leader  
Split Rails  
Animal Imitations  
Ferryboat  
Building Stone Wall

## STORY PLAYS

Easter Egg Hunt  
Sleeping Princess  
Snow White and the Seven Dwarfs  
The Night before Christmas  
The Gingerbread Man  
Valentine's Day  
Jack and the Beanstalk  
Raking Leaves  
Halloween

## RHYTHMIC ACTIVITIES

Mulberry Bush  
The Farmer in the Dell  
Baa, Baa, Black Sheep  
Jack and Jill  
Did You Ever See a Lassie  
Round and Round the Village  
Ten Little Indians  
Santa Claus Will Come Tonight  
High Stepping Horses  
Walking, Skipping, Sliding  
Running

## GA MES

Hide and Seek  
Bean Bag  
Squat Tag  
Jack Be Nimble  
Relay Races  
Lost Child  
Run Rabbit, Run  
Brownies and Fairies  
Squirrel in the Trees

## SELF-TESTING ACTIVITIES

Hopping  
Duck Waddle  
High Jumping  
Somersault  
Broad Jumping



## ACTIVITIES FOR GRADE TWO

MIMETICS

Pitch Hay  
Bell Ringing  
Climbing Ladders  
Raking Leaves  
See-Saw  
Toad Jump

STORY PLAYS

Three Pigs  
The Ugly Duckling  
Farmer Boy  
Jack Frost  
Making a Garden  
Circus  
Snow Man  
Making Gardens

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RHYTHMIC ACTIVITIES

Sleeping Beauty  
Oh Where, Oh Where Has My  
    Little Dog Gone  
A Hunting We Will Go  
Little Miss Muffet  
Naughty Kittens  
Yankee Doodle  
The Muffin Man

AMES

Squat Tag  
Relay Races  
Jack Be Nimble  
Red Light  
Drop the Handkerchief  
Hide the Thimble  
Midnight  
Policeman

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SELF-TESTING ACTIVITIES

Climbing  
Bell Tossing  
Toad Jump  
Balancing  
Forward Roll



## ACTIVITIES FOR GRADE THREE

MIMETICS

Standing Broad Jump  
Jack in the Box  
Swimming Stroke  
Skating  
Raising the Flag  
See-Saw  
Bouncing Balls

RHYTHMIC ACTIVITIES

The Farmer in the Dell  
Pop Goes the Weasel  
Ten Little Indians  
Old Woman Lived in a Shoe  
Hansel and Gretel  
Snow Ball Game  
I See You  
Pease Porridge Hot

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GAMES

Ten Steps  
Relay Races  
Dodge Ball  
Leap Frog  
Blind Man's Bluff  
Drop the Handkerchief  
Follow the Leader

SELF-TESTING ACTIVITIES

Crab Walk  
Rabbit Hop  
Cartwheel  
Full Squat  
Duck Walk  
Chinese Get-Up  
Forward Roll  
Dog Run  
Turk Stand  
Human Wicket  
Wring the Dish Rag



## ACTIVITIES FOR GRADE FOUR

MIMETICS

Vaulting Seats  
Mowing  
Throwing Baseball  
Cutting Corn  
Pumping Water  
Jumping Rope  
Sewing Machine  
Skating

RHYTHMIC ACTIVITIES

Minuet  
Old Dan Tucker  
John Brown  
May Pole Dance  
Mulberry Bush  
Pop Goes the Weasel  
Nixie Polka  
Cutch Couples  
Seven Jumps

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GAMES

Relay Races  
Jumping Rope  
Follow the Leader  
Dodge Ball  
Baseball  
Streets and Alleys  
Black and White  
Bean Bag Tag  
Steps  
Stepping Stones

SELF-TESTING ACTIVITIES

Potato Race  
Jumping Jack  
Frog Hop  
Single Squat  
Chinning  
Backward Roll  
Stump Walk  
Camel Walk  
Knee Dip  
The Twister  
Tip-Up  
Heel Knock  
Balance Beams  
Run and Catch



## ACTIVITIES FOR GRADE FIVE

MIMETICS

Thread the Needle  
Driving Stakes  
Pumping Up Bicycle Tire  
Signalling  
Sawing Wood  
Cross-Cut Sawing  
Standing Broad Jump  
Baseball Batting

RHYTHMIC ACTIVITIES

Maypole Dance  
Pop Goes the Weasel  
Jingle Bells  
Bonnets So Blue  
Virginia Reel  
Csebogar  
Waltz  
Schottische

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GAMES

Hop Scotch  
Baseball  
Horse Shoes  
Relay Races  
Circle Dodge Ball  
Circle Soccer  
Hot Hand  
Last Man  
Round Ball  
Cross Tag  
Tag Ball  
Three Deep

SELF-TESTING ACTIVITIES

Running High Jump  
Hopping Race  
Merry-Go-Round  
Swimming  
Standing Broad Jump  
Cartwheel  
Log Rolling  
Palm Spring  
Under the Bridge  
Human Ball  
Elephant Walk  
Frog Dance  
High Kick  
Eskimo Roll  
Head Stand



## ACTIVITIES FOR GRADE SIX

MIMETICS

Scooping Sand  
Steam Boat  
Jump and Clap  
Driving Stakes  
Locomotive  
Pulling Up Anchor  
Screw-Driver

RHYTHMIC ACTIVITIES

Dutch Couple Dance  
Yankee Doodle  
There Was an Old Man  
Virginia Reel  
May Pole Dance  
Ace of Diamonds  
Captain Jinks  
Pear Waltz

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GAMES

Jumping Rope  
Volley Ball  
Baseball  
Relay Races  
Circle Chase  
Chain Tag  
Partner Tag  
Variety Pass Ball  
Clubs Snatch  
Comet  
Jump the Stick  
Rat Ball

SELF-TESTING ACTIVITIES

Baseball Throw for Distance  
Volley Ball Serve  
Basketball Free Throw  
Jumping Jack  
Rope Jumping  
Eskimo Roll  
Camel Walk  
High Dive  
Mule Kick  
Rooster Fight  
Elbow Roll  
Knee Spring  
Chair Lift



TABLE I  
A SAMPLE SCHEDULE  
FOR A FUNCTIONAL PHYSICAL EDUCATION PROGRAM  
IN GRADES ONE THROUGH SIX

	M	T	W	T	F
First Grade 9:15-9:45	RA	G	RA	STA	SP
Second Grade 9:45-10:15	G	M	M	SP	STA
Third Grade 10:15-10:45	RA	G	RA	STA	SP
Fourth Grade 10:45-11:15	G	M	RA	G	STA
Fifth Grade 11:15-11:45	STA	RA	G	M	G
Sixth Grade 11:15-11:45	G	STA	RA	G	STA

Key:

M Mimetics  
 G Games  
 RA Rhythmic Activities  
 STA Self-Testing Activities  
 SP Story Plays